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AUTHOR Colon, Javier; And Others
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ABSTRACT

This paper aims to analyze entitlements designed to guarantee equal educational opportunity rights for Latino students in Massachusetts public schools, review policy debates on these issues, and recommend areas for research. The primary interest is threefold: (1) entitlements could be expanded; (2) to show where their limits lie; and (3) to identify areas where further research and litigation are needed, with attention to parental involvement, bilingual education, and restructuring. The courts and the legislatures have been the guarantors of quality educational practices for students of limited English proficiency. However, since its enactment in 1968, bilingual education has aroused heated debates, covering issues of educational effectiveness, political power, and social status. Recently, the English-Only movement and the introduction of bills to eliminate bilingual education have stirred debate. Studies are recommended that accomplish the following: (1) identify the general support levels for bilingual education; (2) document quality program implementation; (3) show how future teachers are being trained to work with language minority students; (4) examine restructuring efforts to identify practices that stigmatize Latino children; (5) test the application of the theory of cultural discontinuities with Latino children; and (6) identify a curriculum that is in harmony with the culture of Latino students. This document includes 49 references. (JB)

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